

Fitness - Year One - High School

In year one of fitness education, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement motor skills and movement concepts. They assess their skill performance and develop a personal health and fitness plan. Students demonstrate the ability to plan for and improve components of health-related fitness to achieve and maintain a health-enhancing level of personal fitness.

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.

GLE

1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life.

- Demonstrates proficiency in complex motor skills, strategies, and rules in an increasing number of complex versions of at least two of the following: Aquatics, individual activities, team games/activities, outdoor pursuits, self-defense, or dance.

Example:

→ Announces the score, serves the ball, and moves to ready position in a tennis game.

- Evaluates the importance of practice in improving performance.

Example:

→ Practices a volleyball forearm pass against a wall using a teacher-designed rubric.

1.1.5 Applies understanding of movement concepts.

- Applies activities that integrate movement concepts.

Example:

→ Performs forward roll to cartwheel to round-off.

- Integrates biomechanical principles and uses these principles to assess performance in a variety of movement forms.

Example:

→ Uses a rubric to predict the trajectory of the javelin throw.

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Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

GLE

1.2.1 Applies how to perform activities and tasks safely and appropriately.

CBA: Concepts of Health and Fitness

- Predicts the risk level of various activities.
Example:
→ Demonstrates safety in floor hockey (no high sticking).
- Demonstrates safety in fitness activities and personal health and fitness plan.
Example:
→ Stays hydrated while participating in aerobic activities.
- Uses a personal risk assessment tool before beginning physical activity (sport, fitness, leisure, or dance).
Example:
→ Uses an assessment survey to determine readiness for participation in physical activity.

1.2.2 Applies skills and strategies necessary for effective participation in physical activities.

- Uses teamwork, tactical strategies, social interactions, sportsmanship, and fair play.

Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE

1.3.1 Analyzes the components of health-related fitness.

CBA: Fitness Planning

CBA: Concepts of Health and Fitness

- Draws conclusions from the components of health-related fitness in setting individual fitness goals.
Example:
→ Understands to improve cardiorespiratory endurance, increase frequency of cardio workout.

1.3.2 Analyzes the progress of a personal fitness plan.

CBA: Fitness Planning

CBA: Concepts of Health and Fitness

- Compares and contrasts personal progress in relationship to national physical fitness standards.
Example:
→ Compares personal mile time to national physical fitness standards.

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- Integrates various personal monitoring systems that assess the components of health-related fitness in relation to the FITT principle.
Example:
 - Understands FITT principle for cardiorespiratory endurance:
 - F = 3-5 times per week
 - I = 60-85% target heart rate
 - T = 20-30 minutes
 - T = Running
- Integrates training principles and phases of a workout to a personal health and fitness plan.
Example:
 - Uses the progression training principle to gradually increase heart rate to prepare the body for activity, in the warm-up phase of a workout.
- Draws conclusions of the effectiveness of the personal health and fitness plan and realigns goals.

Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE

1.4.1 Applies the components of skill-related fitness to physical activity.

- Predicts skill-related fitness in a physical activity.
Example:
 - Understands agility, coordination, balance, reaction time, power, and speed are used in the game of Ultimate.
- Applies components of skill-related fitness in a fitness plan.
Example:
 - Agility—Shuttle-run
 - Balance—Stick Balance
 - Coordination—Juggling
 - Power—Standing Long Jump
 - Reaction Time—Yardstick Drop
 - Speed—Short Sprint
- Applies components of skill-related fitness in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, and dance.
Example:
 - Shows agility in volleyball.
 - Power—diving in aquatics.
- Shows correlation between components of skill-related and health-related fitness as it relates to overall fitness and physical performance.
Example:
 - Shows balance and cardiorespiratory endurance in long distance running.

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1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation.

CBA: Concepts of Health and Fitness

- Integrates components of skill-related fitness as it relates to occupations, careers, and recreation.

Example:

→ Analyzes occupations that use ladders might require balance (construction worker walking on scaffolding).

Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.

GLE

1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition.

CBA: Cafeteria Choices

CBA: Concepts of Health and Fitness

- Compares functions of nutrients and draws conclusions for individual needs based on dietary guidelines.

Example:

→ Increases carbohydrate intake for long-distance running.

- Draws conclusions from food labels for calories, nutrient density, types of fats, empty calories, and makes recommendations on healthy choices.

Example:

→ Recognizes there are 120 calories per serving which equals 240 calories per container. The recommendation is to consume a healthy proportion.

- Distinguishes personal nutritional goals and monitors progress.

Example:

→ Sets goal and evaluates progress.

- Compares and contrasts a diet and evaluates the relationship to physical performance.

Example:

→ Uses a diet high in carbohydrates and low in carbohydrates to determine physical performance.

1.5.2 Evaluates how nutritional requirements change.

CBA: Concepts of Health and Fitness

- Evaluates how nutritional needs change based on caloric needs, basal metabolic rate, and special conditions of various populations.

Example:

→ Recognizes nutritional needs change with increased/decreased exercise, "couch potato," pregnancy, age, diabetes.

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1.5.3 Analyzes the effectiveness of various nutritional products.

CBA: Cafeteria Choices

- Analyzes nutritional products and supplements for their value and effectiveness, purpose, and necessity in a healthy diet.

Example:

→ Compares and contrasts various diet plans, performance enhancing products, herbs, sports drinks, and weight-gain and weight-loss products.

1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.

- Compares and contrasts warning signs and behaviors associated with eating disorders.

Example:

→ Recognizes bingeing and purging. Understands eating in isolated places may be a warning sign of bulimia.

- Analyzes how healthy and unhealthy eating patterns impact the functioning of the human body.

Example:

→ Recognizes poor nutrition habits decrease bone development.

- Gives examples of health agencies available in the community.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

Component 4.1: Analyzes personal health and fitness information.

GLE

4.1.1 Analyzes daily health and fitness habits.

CBA: Fitness Planning

CBA: Concepts of Health and Fitness

- Analyzes a personal health and fitness plan, critiquing individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration).
- Sets goals for daily health and fitness improvement.

4.1.2 Analyzes career opportunities in health and fitness.

- Compares and contrasts various career opportunities in health and fitness.

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Component 4.2: Develops and monitors a health and fitness plan.

GLE

4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals.

CBA: Fitness Planning

CBA Concepts of Health and Fitness

- Chooses appropriate goal setting strategies in creating a personal health and fitness plan.
- Chooses time-management skills in creating a personal health and fitness plan.
- Selects and participates in a variety of physical activities.
- Selects health, fitness, and nutrition concepts in developing and implementing a personal health and fitness plan, based on personal interests and life goals (fitness, nutrition, stress management, and personal safety).
- Chooses a short and long-term monitoring system for a personal health and fitness plan.
- Evaluates and adjusts goals to make a new personal health and fitness plan as health/fitness/life changes occur.

Example:

→ Updates health and fitness goals in a personal health and fitness plan throughout the lifespan.

4.2.2 Understands barriers to physical activity and a healthy lifestyle.

- Describes barriers to physical activity and promotes strategies to overcome them.

Example:

→ Recognizes barriers to physical activity may include knee surgery; strategies would include rehabilitation/physical therapy.